

**STUDENTS' ATTITUDES TOWARD TEACHER'S INDIRECT
WRITTEN FEEDBACK IN EXPOSITORY AND
ARGUMENTATIVE WRITING COURSE**

THESIS

Submitted in Partial Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan



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FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
2015**



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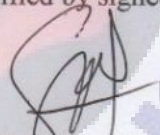
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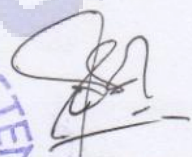
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**Students' Attitudes Toward Teachers' Indirect Written Feedback: The case
of Expository and Argumentative Writing Class of SWCU's Teacher
Education Program in Semester II/2014-2015**

Endah Wahyu Setyorini

Abstract

Expository and Argumentative Writing is the third writing course offered as a prerequisite to the Academic Writing courses at the English Language Education Program, Faculty of Language and Literature, Satya Wacana Christian University. In this writing class, students will produce several essays and journals. During this process, students often face difficulties and make mistakes, and they will get feedback from their teacher in order to correct their mistakes. Because of the students' problems in writing, this study has the purpose to see students' attitudes toward teacher's indirect written feedback in the Expository and Argumentative Writing course. This study is mixed qualitative and quantitative research. The data for this study was gained by using questionnaire and interview. The total participants in this study was 90 students from seven classes of the Argumentative and Expository Writing course 2014/2015. The result showed that teacher's indirect written feedback was considered helpful and important to help students for revising and correcting their writing's errors. However, there were several students who felt confused, sad, or anxious when they got indirect written feedback from their teacher and preferred to get direct written feedback.

Key Words: students' attitudes, teacher's indirect written feedback

Introduction

In the process of learning of a certain language, of course, learners are likely to make errors, and helping them to improve their writing ability is not easy. The errors which they make are in word choices, tenses, grammatical structures, spelling, idiomatic expressions, prepositions, word classes, vocabulary, and also punctuation. Kavaliauskine & Anusiene (2012), in their research state that students believe that in order to improve their writing skills, it is necessary to

receive teacher feedback on their written work. They also believe that feedback seems extremely important because they are aware of writing difficulties and potential pitfalls they encounter in writing activities. Therefore, in the teaching and learning of writing, feedback is considered to be an important thing to support other language experiences or learning a new language. Because feedback is considered to be an important thing, when the teachers give or explain about the feedback to the students, they have to explain it as clearly as possible.

A written feedback is one type of feedback given by teachers. This kind of feedback usually focuses on students' writing form. According to Wiltse (2000:274), "One direct simple way to improve students' writing is to have teacher ... give written feedback on their students' effort". Some studies (Ashwell, 2000; Chen, 1997; Saito, 1994) show how teachers use the indirect way of giving feedback: by making codes for their students (e.g. the letter S to signal spelling mistakes; underlining and circling to indicate where the mistakes are in order to hint the students to self-correct their mistakes). On the other hand, many studies also show how teacher preferred to use the direct way of giving feedback: by crossing errors and revising them using correct forms on students' mistakes (Chen, 1997; Ferris & Robert, 2001; Saito, 1994). However, sometimes some students often find the comments and the corrections written by the teacher as a heavy burden. They also think that constructing a revision of their first draft based on the teacher's feedback is a problem. Cohen and Cavalcanti (1991) state that most students think that they should make changes according to the teacher's feedback because the teacher knows best. Apparently, some students fail to

understand the teacher's points and they cannot revise their draft because they cannot understand what the teacher wants. The condition when the students fail to understand what the teacher wants when they get the feedback has great a potential for miscommunication and misunderstanding (Hyland & Hyland, 2006).

Here, I conducted a study about the students' attitudes towards teacher's indirect written feedback in Expository and Argumentative Writing Class. Expository and Argumentative Writing class is the third writing course in the Faculty of Language and Literature, after Guided Writing and Narrative and Descriptive Writing. This course expects students to use the writing skills they acquired in Guided Writing and Narrative and Descriptive Writing (paragraph and main idea development) and apply them to more advanced types of writing: analytical (a type of expository-writing) and argumentative. This class requires students to engage in a more critical, thesis-driven, textually supported method of writing, preparing them for the Academic Writing and later, thesis-writing. Even though Expository and Argumentative Writing is the third writing course, some students still often make mistakes when they do the assignments like making an essay about movie review. After they make the assignment, the teacher will collect their books or their essays and give the input or comments for them by giving the indirect written feedback. Teacher's feedback is very useful for students to correct their mistakes and as the way for them to learn and improve their writing skill.

The research question for this study is, "What are students' attitudes toward teacher's indirect written feedback in Expository and Argumentative writing

class?” and for the objective of this study is to find out the students’ attitudes towards teacher’s indirect written feedback in that class. This study is expected to give a description of the students’ attitude toward indirect written feedback provided by argumentative and expository writing lecturers of the Faculty of Language and Literature, Satya Wacana Christian University Salatiga. 90 students who enrolled in the Expository and Argumentative writing classes in Semester 2 of 2014/2015 academic years participated in this study

This study is beneficial for both students and teacher in applying and understanding written feedback. It is important for the teacher to know their students’ attitudes toward teacher’s indirect written feedback because from them, the teacher can use or choose the most preferable written feedback for students. For the students, they can learn to be self editor through indirect written feedback.

Literature Review

I. Attitudes

There is no exact definition about what is an attitude. Many experts have different concepts or definitions about it. However, there are several experts who have almost the same concepts about attitudes. Eagly & Chaiken (1993) and Ajzen, (2005) define attitude as a psychological tendency that is expressed by evaluating and responding to an object, a person, an institution, or an event with some degree of favor and disfavor Similarly, Hogg & Vaughan (2005), define an attitude as a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols.

According to those definitions about attitudes, we can say that attitude is what people think or believe, what people feel, and how people respond or behave to a particular thing. Attitude itself has both the positive and also negative elements and when you hold an attitude you will have a tendency to behave in a certain way toward that person or object. According to Wiley & Sons (1998), attitudes structure can be described in terms of three components. The first is affective component, which involves a person's feelings or emotions about the object. The second is behavioral component. It is the way the attitude we have affect how we act or behave. And the last is cognitive component; this involves a person's belief or knowledge about an object. Thus, in this particular study, students' attitude is defined as what students' think, believe, or respond toward teacher's indirect written feedback. Their attitudes can be positive, negative, or neutral.

II. Teachers' written feedback

Teacher's written feedback or handwritten commentary is a primary method to respond to students' essay to assist students' writing development. Through feedback, teachers can help students compare their own performance with the ideal and to diagnose their own strength and weakness (Srichanyachon, 2012). Dheram (1995) also states that feedback seems to be central to the process of teaching and learning of writing. Another claim comes from Wu's (2003), who claims teacher's feedback is useful and acceptable for students due to the high quality and accuracy of teacher's feedback, and it is useful to examine the success or the failure of students' performance in writing activity.

There are two kinds of written feedback: direct written feedback and indirect written feedback.

a. Direct written feedback

Direct written feedback is a technique of correcting students' error by giving an explicit written correction. When the students are going to revise their paper, they are simply copying the teacher's suggestion into the next draft of their paper. The teacher provides a correct form, i.e. crossing out an unnecessary word, phrase or morpheme, inserting a missing word or morpheme, and writing the correct form above or near the erroneous form (Ferris, 2006). Direct written feedback seems to be appropriate for the students with weak English skills because this direct written feedback identifies both error and the target form. It will be very helpful to students in some contexts, especially when revising syntax and vocabulary (Miceli, 2006).

Table 1. Direct written feedback.

Mark	Meaning
Cross with revision e.g. that's way why	Teacher locates the error and gives revision.
Direct revision e.g. are watch ing .	Teacher puts the needed word/ phrase/ sentence.

This is the example of teacher's direct written feedback that the writer got from the participant's writing. As we can see from Table 1, it can be concluded that direct written feedback is flexible in its usage. It can focus on form as in 'cross with revision' and 'direct revision' which revise the word form only.

b. Indirect written feedback

Indirect feedback is the written feedback from the teacher which alerts students to their errors using general comments, but gives students the opportunity to fix the errors themselves (Ferris, 2002). It can be done by providing a code representing a specific kind of error. Through indirect written feedback, students are able to express their ideas more clearly in writing and to get clarification on any comment that teachers have made, and also it is more helpful for students' long term writing development than direct written feedback (Ellis, 2012). From those statements, the writer believes that the indirect written feedback is more helpful to increase the students' ability in writing.

In her journal article, Micelli (2006) gives some examples of indirect written feedback as follows:

Table 2. Indirect written feedback.

Symbol	Meaning
SP <i>Spelling</i>	Spelling error Punctuation
NA <i>Noun agreement</i>	Article, adjective and noun agreement Incorrect noun gender Pronoun-noun agreement
VA <i>Verb agreement</i>	Subject-verb agreement Incorrect auxiliary

VT <i>Verb tense</i>	Wrong verb tense
SS <i>Sentence structure</i>	Wrong word order Unnecessary or missing words
WC <i>Word choice</i>	Wrong word/expression

As we can see from Table 2 above, we can conclude that indirect written feedback from teacher focuses more on form, such as vocabulary, tenses, grammar or structure, spelling error, the language which is not idiomatic, etc. According to Naidu (2007), the feedback given by the teacher in responding to the respondents' draft on form is the teacher's markings that indicate the place and type of error but without correction.

c. Direct Written Feedback vs Indirect Written Feedback

In direct written feedback, the teacher usually directly points out mistakes that the students make. On the other hand, indirect written feedback is given when the teacher indicates that an error has been made by means of an underline, a circle, a code, etc. Both methods can improve students' writing, but a number of researchers think that indirect written feedback is generally more appropriate and effective than direct written feedback and brings more benefits to students' long term writing development than direct written feedback (Fratzen, 1995; Ferris, 2002). Erel & Bulut (2007), in their study, explained that indirect written feedback is more helpful for the students during the learning process in class. When they were tested, the comparison for the students who always get indirect feedback had less error than those who got direct written feedback.

Direct written feedback requires minimal processing on the part of the learner and thus, although it might help them to produce the correct form when they revise their writing draft, it may not contribute to long-term learning (Ellis, 2012). In contrast to direct written feedback, there are several advantages when the students receive indirect written feedback. First, the students are able to express their ideas more clearly in writing and get clarification on any comments that teachers have made (Frodesen, 2010). Second, the students feel that indirect written feedback is useful in encouraging them to reflect on certain aspects of their writing and to develop improvements (Miceli, 2006). In addition, the indirect written feedback may contribute to long-term learning.

However, there are some weaknesses of the indirect written feedback. In indirect written feedback, teacher uses symbols to warn or indicate the student's mistakes. If from the beginning teacher does not clearly explain the meaning of the symbols, it will be harmful and also dangerous for the students because they will misunderstand the symbols. Indirect written feedback also has weakness in syntax. According to Miceli (2006), direct written feedback is more appropriate and beneficial to students rather than indirect written feedback, when the syntax needs revising.

Research Methodology

A. Type of Research

This research was a descriptive research. The study used primary data. The quantitative data are collected from the students' questionnaire and the qualitative data are collected from interviews.

B. Context of Study

In order to find the students' attitudes toward teachers' indirect written feedback, the writer choose Faculty of Language and Literature as the research site. The faculty was chosen because Expository and Argumentative is one of the faculty subjects and it is located in the small town of Salatiga, Central Java, Indonesia. Moreover, because it is near the writer's neighborhood, the faculty is easily accessible to the writer. This study followed qualitative and quantitative research procedure which intended to see to students' attitudes toward cooperative learning, especially in EFL learning.

C. Participants

This research involved seven classes of Expository and Argumentative writing class in the Semester 2 of 2014/2015 academic years. These seven classes were Expository and Argumentative writing class group A, group B, group C, group D, group E, group F, and group G. Each class consisted of 20 students. However the total respondents were only 90 students from the Faculty of Language and Literature of Satya Wacana Christian University, Salatiga. The writer did not spread the questionnaires in class but outside of class when she met the participants. The writer also had a limited time to spread the questionnaires. Therefore, the data gained was only 64% out of 140 students.

D. Instrument

This research is used questionnaire and interview as the method of data collection.

- Questionnaire

For the questionnaire (attached on appendix), the writer tried to make her own questionnaire. The questionnaire items were created on the basis of theories on attitudes that the writer used. The questionnaire was used to identify or investigate students' attitudes related to their feelings, responds, and believe. There are six closed-ended questions and three open-ended questions. Each statement on the closed-ended questionnaire has four options which range from "strongly agree", "agree", to "disagree", and "strongly disagree".

- Interview

Another instrument used in gathering the data is an interview. The writer conducted an interview with the students who were willing voluntarily to be interviewed. The writer chose the students through the personal information form given in the questionnaire. The semi structured interviews took about 5 minutes on average and were recorded and transcribed. The semi-structured interview was chosen to get more in-depth data from the participants and to make the participants willing to talk and share their opinions about the topics. The interview questions came from the open ended questions of the questionnaire consist of three questions. The interviews were done in Indonesian and English to make it easier for the participants to answer the questions.

E. Research Procedure

Before spread the questionnaire, the writer piloting the questionnaire to make sure that the questionnaire items were easily understand to participants and to explore what potential problems might exist. When piloting, the writer asked 20 people as sample participants. However, the result from piloting was not really answered the research question because the questions were too general and there were several questions that made the participants confused. Thus, the writer made new questionnaire items which can answer the research question and easy to understand for the participants.

The first step that the writer did to collect the data was spread the questionnaires to the participants. The writer chose the participants who take Expository and Argumentative writing class in this semester. As mentioned before, the total respondents were 90 students from seven classes. The questionnaires were given to the students in the middle/at the end of the semester.

After spreading the questionnaires, the writer also interviewed some respondents. These interviews were conducted to cross-check the respondents' answer and also to gain more elucidation about their choice towards the statements on the questionnaires. The interviews were recorded and the recordings were then transcribed. The last step of the research was drawing conclusion.

F. Data Analysis

The data from the questionnaire were analyzed using Microsoft Excel; the percentages were counted in order to find the answer to the research question. After the results were gained, the data from the interview were used to support the percentage from the questionnaire.

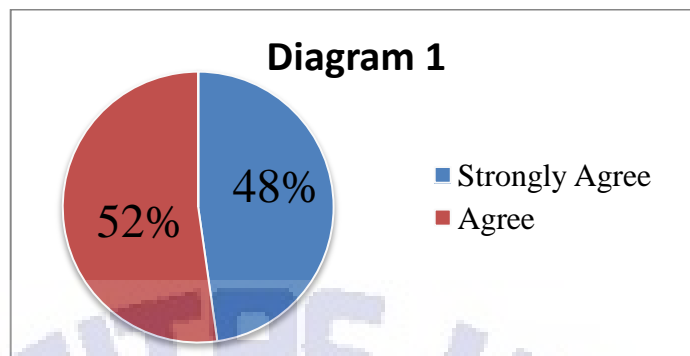
Discussion and Interpretation

This chapter discusses the findings from the analysis of the data. The data gained from questionnaire and interview were analyzed to answer the research question that is, “What are students’ attitudes toward teacher’s indirect written feedback in Expository and Argumentative writing class?” The first part, I will discuss the finding of the closed-ended questionnaire and later on the finding of the open-ended questionnaire and interview. In the closed-ended questionnaire, students rated each statement according to the four-point likert scale by putting a check mark on the appropriate column: strongly agree, agree, disagree, and strongly disagree. For the sake of brevity, both agree response “strongly agree” and “agree” and disagree response “strongly disagree” and “disagree”

A. Closed-ended Questionnaire

1. Teacher uses certain symbols to warn that there are some mistakes on my writing.

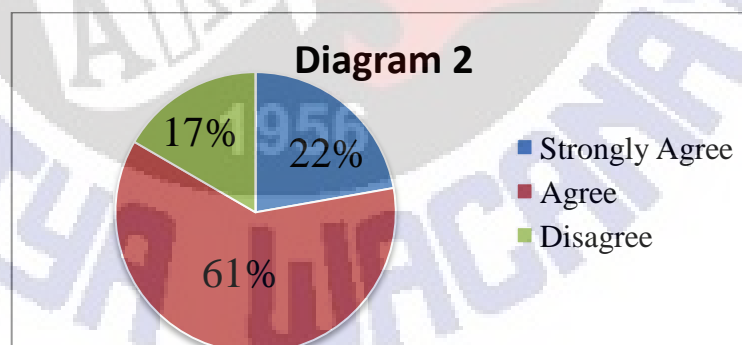
Diagram 1 below shows the data collected from the questionnaires about the media of written feedback that the teacher uses to correct students’ errors.



Based on the result of the study, it was found that all students approved that their teacher was using indirect written feedback in students' essays. 48% of respondents (44 students) strongly agree and 52% of respondents (46 students) agree that their teacher used indirect written feedback to correct their mistakes in their essays.

2. I understand the symbols used by the teacher.

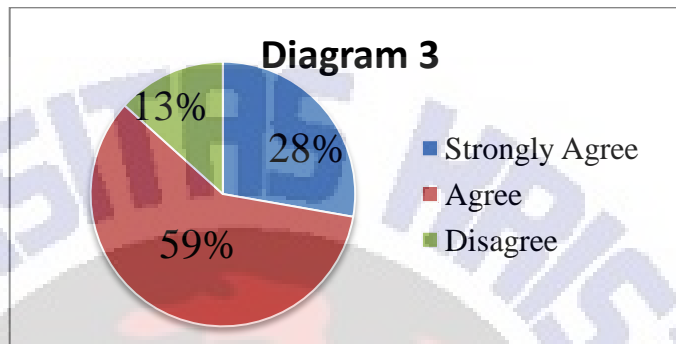
In the Diagram 2, it shows the data collected from the questionnaire about students understanding of the symbols used by the teacher.



The result above showed that 83% of respondents, which consisted of 22% 'strongly agree' (20 students) and 61% 'agree' (55 students), agree they understand the meaning of the symbols that the teacher used to hint the mistakes they made on their essay. However, the rest of the participants, 17% 'disagree' that that they understand the meaning of the symbols given

by the teacher. In other word these 15 students did not understand the given symbols.

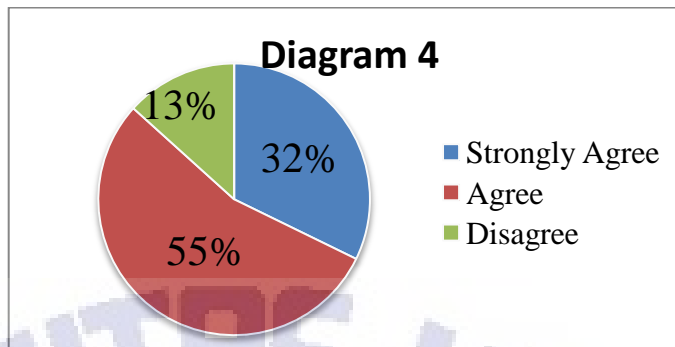
3. Teacher provides room for me to decide how to correct the mistake.



As we can see from the result above, 28% of the students (25 students) strongly agree and 59% of students (53 students) agree that the teacher would provide room for them to decide how to correct the mistakes. Since many of the students got indirect written feedback, automatically students should become an editor for their own writing. Teachers only give hints where their mistakes were. However, 13% of the students (12 students) disagree that their teacher gives them an opportunity to decide how to correct their mistake.

4. I can revise my writing well after I get the indirect feedback from the teacher.

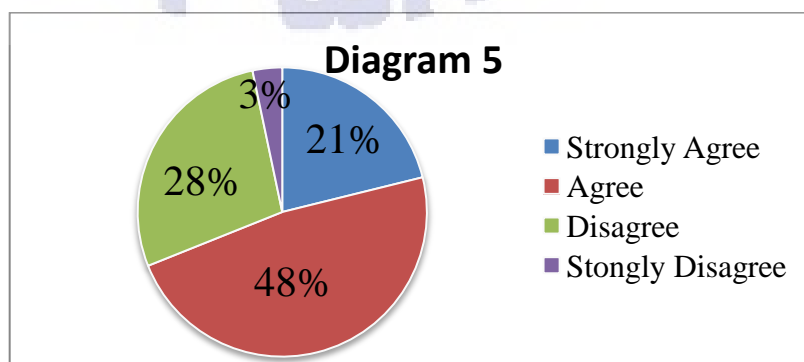
Diagram 4 shows the data collected from the questionnaire about how well students can revise their writing after getting the indirect written feedback from the teacher.



Based on the result above, 87% of the students (79 students), which consists of 32% 'strongly agree' (29 students) and 55% 'agree' (50 students), claimed they were able to correct their essay well. They did not face any problems or difficulties when they revised the essay and they could also correct the errors that they made. Nevertheless, there were 13% of the respondents (11 students) who stated that they disagree that they could revise their essay well after they got indirect written feedback from their teacher.

5. I like the way the teacher gives feedback indirectly.

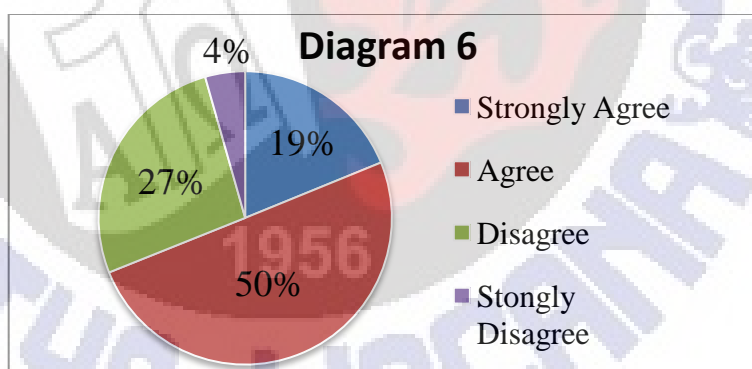
Diagram 5 below shows the data collected from the questionnaires about students' feeling when they got feedback indirectly from their teacher.



In the previous part, most students stated they could revise their writing well after they got feedback from their teacher. Each teacher had different symbols in their indirect written feedback. 69% of the respondents (62 students) which consist of 21% strongly agree (19 students) and 48% agree (43 students), stated that they liked to get indirect written feedback. The rest of respondent, 31% of the respondents (28 students) which consist of 28% disagree (25 students) and 3% strongly disagree (3 students), did not like it when the feedback was given indirectly.

6. I think indirect written feedback is effective to improve my writing.

Diagram 6 below shows the data collected from the questionnaires about the students' belief about how effective indirect written feedback can improve their writing.



According to the diagram, 19% of the students (18 students) strongly agree and 50% of the students (45 students) that indirect written feedback could make their writing even better than before. They agreed that indirect written feedback from their teacher could improve their writing. Meanwhile, 31% of the students, which consisted 27% 'disagree' (24 students) and 4%

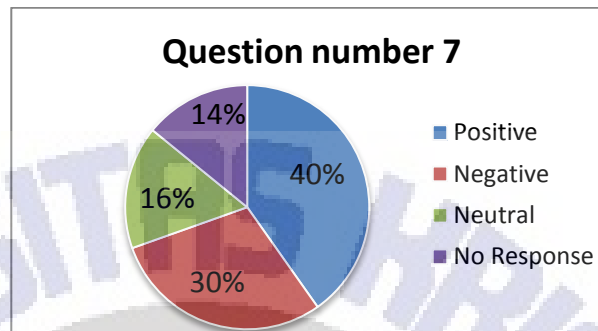
‘strongly disagree’ (3 students) felt that they did not get any improvement in their writing after getting the feedback indirectly from their teacher.

From the result of closed-ended questionnaires, the writers can conclude that most of the 90 students in the Expository and Argumentative Writing class have a positive attitude toward indirect written feedback given by their teacher. Almost in every item of closed-ended questionnaires, the positive attitude from students reaches more than 50%.

B. Open-ended Questionnaire and Interview

In this part, the writer will analyze the result of open-ended questionnaire and interview. Open-ended questionnaire consists of three questions. For the interview questions, the writer used the open-ended questions to get clearer and richer answers from the participants. From 90 respondents who filled the questionnaires, there were several students who did not fill in the open-ended questions part completely. 13 students did not fill in the open-ended question number seven, ten students did not fill in number eight, and seven students did not fill in number nine. There were only three students who were interviewed. They filled in the open-ended questionnaire completely with clear and reasonable answers. The result of student’s attitudes from the open-ended questions and interview can be divided into three groups of attitudes: positive attitude, negative attitude, and also neutral. The data from the open-ended questionnaire will be described with the support of cited response from the interview. The responses were stated by the respondent without any revisions.

7. What do you feel as soon as you get indirect written feedback from the teacher?



The diagram shows that from the total of 90 participants, 13 students (14%) did not respond to question number seven. There were 37 students out of 77 students (40%) (who filled in questionnaire number seven) who had a positive attitude as soon as they got indirect written feedback from their teacher. They felt happy, helped, and satisfied with the feedback from their teacher. They were happy because they knew what they should do with their writing. The feedback from their teacher was also very helpful to correct their mistakes in their writing, as stated by student 2 and student 3 below:

“I feel so happy when I got my writing back and received a lot of correction of indirect written feedback from my teacher, because I can know and correct all of my mistakes and it is very helpful to improve my writing.” (Student 2).

“After I get indirect written feedback from teacher, for me it is so helpful to revise my writing in expository and argumentative writing class. It is easier for me to understand and revise my mistakes. (Student 3)

In the open-ended questionnaire, some students said that when the teacher gave a lot of feedback on their writing, it means that their teacher wanted them to make their writing better.

However, there were 27 students out of 77 students (30%) who revealed negative feeling toward indirect written feedback. They felt sad, anxious, and also confused with indirect written feedback from their teacher. Some students felt sad because in their writing papers, they got a lot of corrections and comments from the teacher. Those corrections seemed to discourage them to revise their writing. Some students also felt anxious when they got their writing back, like what was felt by Student 1 below:

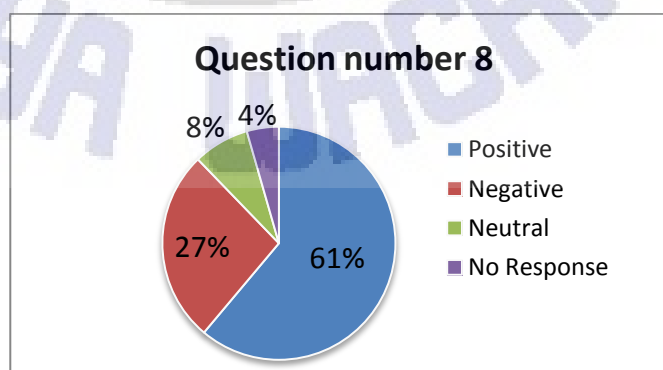
“First, when I saw the paper full of scratches I felt anxious because I don’t know it just stressing to see all those scratches, my lecturer scratch my writing pieces.” (Student 1).

They also felt confused and misunderstood by the teacher because sometimes they thought the teacher really did not get the point of their writing and it’s just like there was a gap between them. They also did not like when there were too many comments and symbols on their writing. Too many symbols on the writing caused confusion and decreased students’ motivation to undergo writing. The argument was supported by Connors and Landsfor (1993) who asserted that feedback decreases students’ motivation and self-confidence. In this case, indirect written feedback particularly can also cause the same problem. Students who undergo writing will feel down and there is no eagerness to write. Students 1 describe it as follows:

“.... And then confuse when I read it. Usually for, for grammar mistake when they use symbol like S, V or what symbol, symbol that I make me confuse and yeah it takes times to understand the symbol. And when, whenever it comes to the idea, sometimes I feel that the lecture does not get my points so I feel like ughh upset why she not correct and get the point something.” (Student 1).

15 students or 16% who has neutral attitudes stated that they felt ordinary or *biasa saja* as soon as they got indirect written feedback. According to these students, it is normal if they made mistakes for the first draft, and also they get used to receiving a lot of feedback from the teacher. Students also said when the teacher gave feedback in their writing; they felt happy and sad at the same time. They felt happy because they could revise their writing as soon as possible, but they often felt sad because the teacher seldom understood what they meant on their writing.

8. What do you feel after studying indirect written feedback from teacher?



From the total of participants, ten students or 4% from the total of the participant did not answer the question number 8. Almost all of the rest of

the participants, 55 students (61%) out of 86 students who completed the open-ended questionnaire number eight, had a positive attitude after they studied the indirect written feedback from their teachers. They said indirect written feedback that they got from their teachers was very helpful for them to revise and correct the mistakes they made. It also encouraged them to improve their writing skill and made their grade better than before. They were also glad because their teachers paid attention to their writing by giving much feedback, and wanted them to make it better.

“After I study the feedback from teacher, it improved my writing. It also very helpful to make my structure better, grammar, and also vocabulary”. (Student 2).

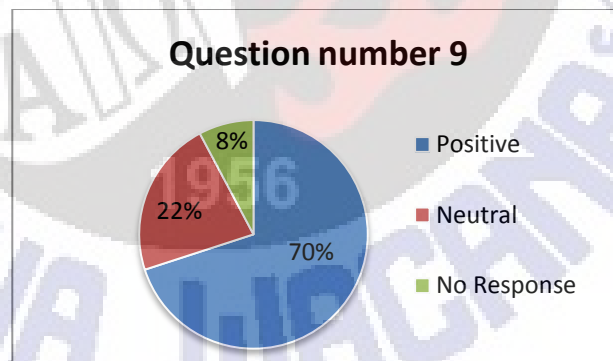
Just as Student 2 stated, students regard teacher's indirect written feedback as a useful instrument for them to improve their writing skills because it facilitates them to correct the errors by giving a positive feeling. Moreover, according to Wu (2003), it indicates that teacher's indirect written feedback is useful and acceptable for students due to high quality and accuracy of teacher's feedback. Students will accept feedback from their teacher as professional suggestions because teacher has a superior position who knows everything.

From students who complete the open-ended part of this questionnaire, there were 24 students (27%) who had a negative attitude when they studied indirect written feedback from teacher. Most of them felt confused with all the symbols and comments that they got. They hardly found out the meaning of the symbols. They did not deny that sometime

they had to guess the meaning of the symbols and comments. They prefer to get direct written feedback which is easier and clearer for them rather than indirect written feedback.

There were 8% of the participants or seven students who showed neutral attitude after they studied the feedback from their teachers. They stated that indirect written feedback could help them to improve their writing and motivated them to write better. However, they always got some difficult time whenever they had to understand the meaning of the symbols. This confusion sometimes discouraged them to revise their writing. But if they already recognized the symbols, they felt happy because it would help them to get a better grade and improve their writing skill.

9. Can the feedback from teacher help you to improve your writing?



From the total 90 questionnaires which the writer spread, there were seven students (8%) who did not respond to the question number 9. The result shows that more than half of the students said that indirect written feedback from their teacher is really helpful for them to improve their writing. 63 students out of 83 students or 61% of total participants thought

that feedback from their teachers helped them to improve their grammar, vocabulary or word choice, the structure of their writing, and also the content. Through indirect written feedback, the students learned how to correct and solve the errors or the mistakes they made. It is almost similar to Lalande (1982), who said that actually through indirect written feedback, it can guide learning and help the students solve problems (correcting their mistakes) by themselves. Miceli (2006) on her study also said that once students had been exposed to indirect feedback, they appreciated its beneficial effects on their learning, even though they seemed reluctant to surrender their reliance on direct feedback. They considered direct feedback to be helpful when revising syntax and vocabulary, whereas they felt that indirect feedback was useful in encouraging them to reflect on aspects of their writing and to develop improvements. Student 1, 2, and 3 described it as follows:

“Yes it can improve my writing. First my grammar. They can help me to be more, to write more grammatically correct sentences, the organization as well to make my writing pieces more apa ya, logical, smooth. That what I got from teacher feedback.” (Student 1).

“Yes it improves my structure and grammar in my writing. Even though the improvement is little, but it make my writing become better and make my grade higher than before.” (Student 2).

“... After revising my writing, I see the improvement in my writing. It is very helpful in the structure of my writing,

grammar, and also enriches my vocabularies. For me the indirect written feedback also challenges me to get a better result.” (Student 3).

The rest of the student had a neutral attitude about it. They stated that indirect written feedback improved their writing, but the difference with their first draft is not really significant. 20 students (8%) who have neutral attitude stated that they preferred to get direct written feedback from their teacher to revise their writing paper rather than indirect written feedback.



Conclusion

This study was aimed to know the students' attitudes toward teachers' indirect written feedback in Expository and Argumentative Writing course of Satya Wacana Christian University's English Teacher program semester II/2014-2015.

The finding of this study showed that all of the students in Expository and Argumentative Writing class 2014/2015 agreed that their teacher were using indirect written feedback in giving feedback to their writing and most of them understood the teacher's symbols. In giving indirect written feedback, most students also agreed that their teacher gave them a room or an opportunity to correct their mistakes and they could write or revise their writing well. More than half of the students stated that they liked teacher's indirect written feedback and thought that it could improve their writing. When students got and studied indirect written feedback, they showed various feelings. They felt happy, sad, confused, or anxious when they received their writing back from their teacher. Students also felt that through indirect written feedback, they could improve their writing, in terms of the structure, grammar, and also enrich their vocabularies, or even their grade. However, there were some students who preferred to get direct written feedback from their teacher.

Based on the findings of the study, teacher can use indirect written feedback as the tool to correct students' mistake in writing to develop writing skill. However the teacher should know and understand the ability of the students. Not

all students' ability is same and it is okay for the teacher to use direct written feedback. For the students, may be they can more pay attention or take a note their teacher's explanation about the meaning of the symbols at the beginning of the class. So that they do not confused or misinterpret the teacher's symbols when they got teacher's indirect written feedback.

This study only focused on students' attitudes with 90 students from seven Expository and Argumentative Writing classes as the participants. A similar study can be done by adding teachers' attitudes towards indirect written feedback. Moreover, the next researcher can conduct a similar study with more participants to uncover various attitudes from the participants.

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Dear friends,

I am a 2011 students of Faculty of Language and Literature who is doing research for my thesis. In order to examine **students' attitudes toward teachers' indirect written feedback in Expository and Argumentative writing class**, I need your help to fill this questionnaire honestly. Your response to the questionnaire will in no way affect your grade and will be kept confidential. **Feel free to use Bahasa Indonesia**. Thank you.

Please answer these question honestly by putting a thick (✓) based on what you think.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Teacher uses certain symbols to warn that there are some mistakes on my writing.				
2.	I understand the symbols used by the teacher.				
3.	Teacher provides room for me to decide how to correct the mistakes.				
4.	I can revise my writing well after I get the indirect feedback from the teacher.				
5.	I like the way the teacher gives feedback indirectly.				
6.	I think indirect feedback is effective to improve my writing.				

7. a. What do you feel as soon as you get indirect written feedback from teacher?

.....

.....

b. Why?

.....

.....

8. a. What do you feel after study indirect written feedback from teacher?

.....
.....
b. Why?

.....
.....
9.a. Can the feedback from teacher help you to improve your writing?

.....
.....
b. In what way?

.....
.....
☺ Thank You ☺

Participant demographic info

Age:

How long have been learning

English:

Consent Form

If I need more information on your questionnaire, can I contact you for an interview?

Yes/No (Please circle one)

If you say Yes, please complete the following information:

Name :

Phone Number: